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But the day fleets, and the shadow of the rock  
 Falls opposite to where at morn it fell ;  
 The bees come home, each to her angular cell ;  
 Up to his hostel flies the roosting cock.  
 Now creep the beggars, some with misery pined  
 To dungeon-pits ; some where the woodland yields  
 Small shelter, thinned for comfortable fires :  
 Some to lone huts, such as the shepherd builds  
 Under a bank, to shield him from the wind,  
 In an old tree set round with thorns and briars."—p. XL.

"THE SUPPRESSED CONVENT.

"The vine builds o'er the broken convent tower  
 God's architecture, hiding that of man ;  
 The soft blue brook runs on as first it ran,  
 Fed by the mountain rills, the forest shower ;  
 Gone is the Benedictine garb, and dower,  
 Marble, and pomp, and then amain began  
 Ruin, last phase of beauty ; but the plan  
 That reared these walls outlasts the levelling hour.  
 To the fair city over Arno's side,  
 That when its lily on Arcetri smiles,  
 Doth celebrate the festival of St. John,  
 Might such still come as wont to fill these aisles.  
 The light from darkness in their thoughts divide,  
 And let the world, e'en as it will, go on." — p. XLVIII.

9. — *The Practical Spelling-Book, with Reading Lessons.* By  
 T. H. GALLAUDET and HORACE HOOKER. Hartford :  
 Belknap & Hamersley. 12mo. pp. 166.

In the systems that prevail wherever the English language is taught, the Spelling-book, under that name or some other, lies almost universally at the threshold. Whoever, therefore, makes important improvements in the spelling-book, should be considered a public benefactor. He saves a portion of the life of every individual, to whom the advantage of the improvements is extended. He may do much more ; he may not only shorten, but render pleasanter, the path that leads to intellectual life. He may convert a mechanical and wearisome task to a profitable and interesting exercise.

So much of the future intelligence and mental activity of every individual depends upon the first steps he takes, upon the habits he is at the outset led to form, that it would seem to be a work worthy of the best minds in the community, to prepare the elementary books for children. A hasty examination

of almost any of the numerous spelling-books in use is sufficient to show that very little of either learning or intelligence has usually gone to their composition. The title-page and every other page satisfactorily show that this has not been the case with "the Practical Spelling-Book."

It contains great and important improvements. It is evidently formed, not from previous books of the same name, but from an examination of the whole language.

It is made up of the words in common use, and omits all others, unless there be something remarkable in their orthography or pronunciation.

It contains the roots of the language, while it omits most of the derivatives which would only encumber its pages.

The words are arranged on a philosophical principle, according to the sounds of the letters in the important or difficult syllable ; thus aiding the memory, by placing in juxtaposition and contrast the various combinations of letters by which the same sound is expressed.

It contains excellent directions to teachers. These are of great value, and will continue so until all our schools shall be supplied with well-trained teachers.

It has an index, whereby are shown at a glance the lessons containing the words into which enter the various sounds of the various letters and combinations.

It is thus a great advance beyond all the books of this kind that it has been our fortune to examine, though we confess we have not examined all that are in use. We think it should be in the hands of every teacher. It contains a better arrangement of the sounds of the letters and of the anomalies, than, so far as we know, is to be found in the same compass elsewhere.

Still it is not immaculate. To say nothing of errors of the press, of which there should be none in books for children and teachers, many of whom may not have the means of correcting them, we object to teaching children that the vowel in *word* and *world* has the same sound as it has in *son*, or that the same is to be given in *hoop* and *root* as in *bush* ; we object to allowing people to say *brich*, *lēzhur*, *fērs*, or *pērs*, and flatter themselves that they are pronouncing correctly. After giving a very restricted pronunciation of the words, the authors say, — "some pronounce *mā'tron*, *pā'tron*." Is it fair and respectful to call the great majority of all educated persons who speak the English language, — *some* people ?

These are things of minor consequence, since they regard single words only. There are others, however, in regard to which we would lift up our voice if it would be of any avail. We are sorry to see mere Americanisms in pronunciation sanctioned by such authority as accompanies this book. We are

sorry to see the vowel *a* in such words as *grant*, *branch*, *dance*, *disaster*, deprived of the delicate short sound which the well-educated English give it, and degraded to the sound of *a* in *bar*. There is no more infallible mark of a superior education than delicacy of pronunciation; and there is no class of words in which a correct ear more immediately detects vulgarity than in this. It is mortifying to think that the best educated scholar who shall learn to pronounce from this book, will, if he comes to travel in the mother country, be taxed at once with provincialism and vulgarity, for the coarse *ah* in *dance*, instead of the beautiful sound which alone English ears will acknowledge.

We have said that this little volume has probably no superior in its way. But is it not time that a better system of instruction should dispense with such books altogether? One of the authors, certainly, has some idea at least of a far more philosophical method. He probably knows, better than we can tell him, what a vast deal of time is spent to no purpose upon these nonsense columns. He must be familiar with the fact, that, as spelling has usually been taught, the most skilful oral spellers fail for the most part as soon as they are set to writing. He must have observed that the names of the letters have but a distant connexion with their sounds; that the spelling of words addresses itself only to the eye; and that occupying children for hours daily upon words only, arranged in columns in which they can have no meaning, has an obvious and almost necessary tendency to form habits of looking at words as mere sounds having no connexion with sense. He can hardly have failed himself to suspect that the listlessness often observed in children at school is owing to their habits of not using their understandings in study; habits, which it ought not to surprise us to find formed, when we have spent so many years in forming them. He is of course familiar with the *phonic* method of learning to read, which has been introduced with success on the continent of Europe, and he has himself suggested the mode of learning the letters from the words in which they occur, instead of learning them by themselves.

Who is more capable than he of carrying out these suggestions? Who could, better than he, introduce, in familiar and interesting stories, or in other suitable forms, all the words which are contained in this spelling-book, so that no word should be presented but as the representative of thought, and the unnatural divorce of sense and sound should henceforth be for ever forbidden? Such a work would be worthy of those, who have so successfully accomplished this which they have undertaken. A work fraught with such benefits to the understanding, would be richly worthy of the author of the beautiful "*Child's Book of the Soul*."